DOCUMENT RESUME

ED 268 545 CS 209 666

TITLE Language Use, Language Ability, and Language Development: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46 Nos. 1 through 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 85

NOTE 17p.; Pages may be marginally legible.

PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies; Black Dialects; *Communication Research; *Doctoral Dissertations; Elementary Education; Higher Education; Language Acquisition; Language Processing; *Language Research; Language Skills; *Language Usage; Learning Processes; Speech Communication; Test Anxiety

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 34 titles deal with a variety of topics, including the following: (1) object conservation and receptive language in day care center infants; (2) the syntactic incorporation of linguistic units; (3) implicit theories of meaning in rhetorical criticism; (4) phonetic structure of fast speech in American English; (5) the relationship between age, sex, and the language of social regulation; (6) the development of word order in early child speech; (7) the relationship between students' sex-role stereotypes and their interpretation of exclusionary and inclusionary nouns; (8) the relationship between the metaphors used by managers and their effectiveness ratings; (9) segmental and suprasegmental features and lip and jaw articulators; (10) a speech act theory based interpretation model for written texts; (11) the role of language in the rational emotive education approach to test-anxiety reduction for sixth grade students; (12) the relationship between pupils' and teachers' ratings and the language achievement of fifth- and sixth-grade pupils; (13) a comparative study of two approaches for analyzing black discourse; (14) vowel intrinsic fundamental frequency in prosodic context; (15) studies in the relationship between distinctive features and acoustic cues; and (16) a description of the variance between the oral and written language patterns of a group of black community college students. (EL)

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Abstracts of the following dissertations are included in this collection:

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PHONOLOGICAL ACQUISITION IN DEVELOPMENTALLY DYSPHASIC CHILDREN: A STUDY IN THE PERCEPTION AND PRODUCTION OF INITIAL /1/ CONSONANT CLUSTERS Order No. DA8508895

ABBRUZZESE, CARMELA ANNE, ED.D. *Boston University*, 1984. 232pp. Major Professor: Paula Menyuk

Recent literature indicates that dysphasic children, as a group, are significantly impaired in specific aspects of acoustic and phonetic analysis when compared to normal children; and that dysphasic children are less well able to deal with the temporal aspects of speech production. What is not yet well understood is the relationship between speech perception and speech production. This investigation examined the relationship between perception and production in the acquisition of initial /1/ consonant clusters by dysphasic and normal children.

Thirty dysphasics aged 5-13 years and twenty-nine normal children aged 3-11 years produced words containing the initial /1/ clusters /bl, pl, gl, kl, sl, fl/ in three contexts (in isolation, within a sentence frame, and spontaneously); and words containing each consonant in the cluster in two contexts (in isolation and within a sentence frame). Each child listened to recorded stimuli in which the duration of the initial /1/ cluster was varied and indicated when the word was produced correctly. Children's utterances were spectrographically analyzed to determine the duration of the cluster, of each consonant in the cluster, and of each consonant used as a singleton.

The results of this study demonstrated significantly longer durations of initial /1/ clusters for the the dysphasics, with the duration of /1/ the critical factor; and that when compared to normal children, these children were significantly impaired in their ability to distinguish between lexical items with initial /1/ clusters produced normally and those in which duration of the cluster was altered. The relation between poor use of duration in production of clusters and inaccurate identification of correct and incorrect duration of the initial /1/ clusters is unclear.

These results indicate a marked difference in the development of the perception and production of initial /1/ consonant clusters in normal and dysphasic children; and they have implications for the development of remediation programs for dysphasic children.

COMMUNICATIVE COMPETENCE IN THE CULTURALLY DIVERSE CLASSROOM: NEGOTIATING NORMS FOR LINGUISTIC INTERACTION. (VOLUMES I AND II) Order No. DA8505702

ADGER, CAROLYN TEMPLE, PH.D. *Georgetown University*, 1984. 407pp.

Education assumes that members of a classroom share a linguistic code and conventions for its use. But in a culturally diverse classroom, where the means of communicating are not fully shared, communication may be difficult. Teachers report, however, that with time, children accommodate each other's contrasting ways of communicating. This study identifies some sociolinguistic dimensions of this accommodation.

Peer/peer talk in a culturally diverse first grade was video-taped across the year in two classroom settings. The linguistic unit of analysis was the protest sequence, a discourse task centering on a protest, and including a perceived offense and a correction. Since protests threaten the hearer's face, they are themselves often protested. Analysis of 139 protest sequences showed conversational engagement improved. Non-response to protests, due to conversation breakdown or ignoring, decreased with time and varied inversely with solidarity.

Dimensions of the communicative differences and some linguistic processes by which they were accommodated were evidenced in protest sequences by James, a black American, and Hai, a Vietnamese boy. Early in the year, Hai diffused conflict by mitigated protesting and by correcting; James readily confronted others with aggravated protests and sought final protests. The styles were complementary so that in mutual protest sequences, each boy could meet his own sociolinguistic standards. With time, the boys adjusted their linguistic repertoires so that the roles they took in protest sequences were similar later in the year. The study suggests that, with time and solidarity, natural processes for accommodating cross-cultural communication may ameliorate some of the difficulties that have been observed.

OBJECT CONSERVATION AND RECEPTIVE LANGUAGE IN DAY CARE CENTER INFANTS Order No. DA8502686

AMSTER, BARBARA IRIS, PH.D. *Yeshiva University*, 1984. 184pp.

This study compared the development of receptive language and object conservation in two groups of infants, one left in day care centers and the other reared exclusively at home. The groups were tested for the demographic variables of sex, social class, siblings, and parents, and found to be similar in all categorical factors. Over a period of six months a group of 20 infants (mean age 15.35 months), from middle class surburban homes was compared to 30 infants (mean age 15.43 months), on each of the two variables mentioned. Data from three repeated measures of the Meyer's test of Receptive Language and the Uzgiris-Hunt Ordinal Scales - Scale 1 were examined. Although statistically significant differences were found in both variables, the patterns of growth and development in each area were parallel indicating positive growth and development in both groups. Discussion of the findings indicated that administrators of day care centers and infant caregivers should be given training in the care and stimulation of infants in all aspects of cognitive development, especially language since the growth rates over a six month period indicate a pattern parallel to that of home care children. Other suggestions included the examination of the effect of the location of the site, experience labeling of objects and training strategies on the variables studied. The possibility exists that a longer term study might show day care center children surpass the growth of home care children in language development.

ON THE SYNTACTIC INCORPORATION OF LINGUISTIC UNITS Order No. DA8513182

ARISTAR, ANTHONY MANUEL RODRIGUES, PH.D. *The University of Texas at Austin*, 1984. 393pp. Supervisor: Winfred P. Lehmann

Cross-linguistic examination of morphological similarities, supported by diachronic reconstruction of their source constructions, suggests the existence of a new kind of linguistic universal. This putative universal consists of morphological strategies in which morphemes diachronically derived either from dative or genitive case-markers or from pronominals incorporate linguistic strings into higher structures.

These strategies are called "incorporation strategies"; and their use or non-use allows us to distinguish between two sets of linguistic elements--those which are already "incorporable" and do not require the use of the strategies, and those which are "non-incorporable" and do require the strategies if they are to fulfill certain syntactic functions. For example, nominals high on the semantic hierarchy are marked for incorporation when taking case functions such as locative or instrumental--functions for which they have less "affinity" than for agent or dative roles. These "non-incorporable" high hierarchy nominals are marked as performing locative or instrumental functions by means of strategies involving dative, genitive, and pronominal markers. The same strategies mark alienable genitives, adjectives and relatives and certain kinds of transitive objects--those which are less affected or high in hierarchical status.

On the other hand, a second set of linguistic elements does not occur with the incorporation strategies. Where a contrast between alienable and inalienable genitives exists, the inalienable set is not found with an incorporation strategy. Nominals which are closely

bound to the verb--e.g. incorporated objects or the highly affected objects of perfective verbs--do not take the incorporation strategies, nor do objects low in hierarchical status. And nominals do not take incorporation marking when their case-functions are of the same hierarchical value as the nominals they are appended to. Thus, locatives or instrumentals on nominals low in hierarchical status appear unmarked by incorporation strategies. Datives on nominals high in hierarchical status are similarly unmarked.

The distinction between "incorporable" and "non-incorporable" elements is explained in terms of varying degrees of real-world affinity between the elements which compose the structure. Those elements requiring the presence of incorporation strategies are exactly those which lack affinity between themselves and the elements to which they are bound.

IMPLICIT THEORIES OF MEANING IN RHETORICAL CRITICISM Order No. DA8509884

COHEN, JODI RISE, PH.D. *The Pennsylvania State University*, 1984. 253pp. Adviser: Thomas W. Benson

The purpose of the study is to reconstruct the implicit theories of meaning found in a sample of seventeen rhetorical critiques, and to compare the implied theories of meaning to explicit theories of rhetoric. Comparative analysis, the method of grounded theory, is applied in the analysis of data. The method of grounded theory is an inductive, qualitative comparison of data which aims at uncovering theories implied in data.

For the majority of the critics examined, ideas interacting below levels of consciousness are responsible for much of rhetorical meaning. The importance of the mind in critical interpretations of meaning is witnessed in the dominance of the cognitive processes over the other components of rhetorical communication. Language, for instance, is viewed as an extension of mind, and does not free itself from the ideas of speakers and listeners. The critical view of language is mentalistic. The meanings of words are in the ideas of the mind, not the "things" of an extrinsic environment. In fact, "things," that is the policies, behaviors, objects, events, and situations that people talk about are unimportant to the interpretations of meaning found in the sample. When critics do recognize a role for the environment in meaning, they present it as a construction of words and ideas. Thus, in criticism the mind is seen to expand itself into language and the environment.

Emerging from the critical emphasis on mental processes, and de-emphasis on the substance of communication, is a view that persons construct internal realities through communication without consideration of an extrinsic environment. The mental activity studied by critics is without practical or ideal purpose, because the mind is not given access to those situations that force practical choices and realize ideas in the practical world of rhetorical exchange. Thus, the critics in this study disregard the historical foundation of rhetorical theory: Rhetoric is purposeful communication involving choices. Without purpose and choice there is no action in rhetorical meaning. There is simply self-perpetuating motion.

PHONETIC STRUCTURE OF FAST SPEECH IN AMERICAN ENGLISH Order No. DA8506098

DALBY, JONATHAN MARLER, PH.D. *Indiana University*, 1984. 112pp.

In American English, shifts in speech style are an important source of phonetic and phonological variation. Fast or casual speech is typically reduced or under-specified compared to careful speech. In particular, casual utterances often contain fewer syllables than careful pronounciations of the same words, due to the deletion of unstressed vowels. Since many of the rules that govern the distributions of allophonic and sub-allophonic variants of phonological segments refer to syllable structure and since both the number of syllables in a word and the stress pattern associated with those syllables appear to be important aspects of speech production and perception, an explanation of the variation in syllable and prosodic structure that occurs across style shifts is an important part of the theory of spoken language.

To determine the frequency of occurrence and the linguistic variables which condition the deletion of unstressed syllables in conversational English, a corpus of televised news interviews was tape-recorded, transcribed, and subjected to statistical analysis. A similar analysis was made of a second corpus in which 3 subjects produced both slow and fast versions of a set of test sentences. The test sentences were designed to contain a large number of unstressed vowels in many segmental and prosodic environments. Results of the analysis show that in both conversational and very fast speech, the frequency of occurrence of unstressed syllable deletions is determined by the position in the word and the number and type of segments adjacent to the unstressed vowel. Furthermore, the probabilities associated with the prosodic and adjacent segment variables examined in both studies were not independent of the values of the other variables. A model to account for these complex, interacting effects in terms of the syllable structure constraints of careful speech is proposed and tested on the transcriptions of the fast speech study. Results of this test show that most, but not all, unstressed vowel deletions in fast speech can be accounted for in terms of these constraints.

RECONSTRUCTION IN GRAMMAR: HUMAN LANGUAGE AS SOCIAL SCIENCE Order No. DA8511493

DE LA GARZA, ANITA-LOUISE CLOUTIER DE, PH.D. *Columbia University*, 1985. 741pp.

This dissertation interprets the western linguistic tradition from the Sophists to the present day, in the following terms. During this period, linguistic theory developed within the domains of philosophy and social science. One goal of Platonic philosophy was to clarify the Physis-Nomos controversy. As the subsequent systems of Aristotelian and Stoic logic were developed, grammar was studied for the purpose of creating correct arguments that would convince hearers of logical truth. In the process, grammar became confused with logic.

The grammar that resulted was philosopical, logical and universal. It became doctrinal and prescriptive, part of the quadrivium in the western system of education, and continued to grown by accretion throughout the Dark and Middle Ages, becoming a theory of ontological-psychological-grammatical truth. It reached its apogee with the Port Royal *Grammaire Générale et Raisonnée* of Arnauld, a rationalist in correspondence with Descartes, in the seventeenth century.

At approximately this time, Locke and Montesquieu began to apply Francis Bacon's inductive method for physical science to the study of man. The goal was to inquire methodologically into social phenomena in order to develop social principles that are causal to, and that can explain systematically, any set of phenomena that pertain to man.

In the eighteenth century, with Rousseau and Condillac, the study of human language was established as an integral part of social philosophy and science. The goal of linguistic research in the nineteenth century was to explain a particular set of social phenomena--the sounds of related languages--in comparative and evolutionary (or diachronic) terms. Much was achieved, during this period, in the development of acoustics, phonetics and phonology.

At the turn of the twentieth century, with Durkheim and Saussure, the goal was to proceed to oppose diachronic to synchronic facts, and to explain individual languages as whole social spatio-temporal systems of representation.

But this goal has not been achieved. As a result, there has not been a regression to the rationalistic method and to universal philosophical (logical) grammar, both of which continue to be based on an aprioristic theory of innate knowledge.

In conclusion, the dissertation looks forward to reconstruction--to a social model of the casual principles that can explain individual languages, and to an experimental method that aims to re-analyze, then to explain theoretically and systematically problematic socio-linguistic phenomena. This socio-linguistic model and methodology are illustrated in the appendices to the dissertation.

THE RELATIONSHIP BETWEEN AGE, SEX AND THE LANGUAGE OF SOCIAL REGULATION Order No. DA8508112

DiMartino, Emily Comstock, Ph.D. *Fordham University*, 1985. 212pp. Mentor: Carolyn N. Hedley

This study investigated the relationship among age, sex and the ability to differentiate social regulatory transactions. Issues addressed were: the degree to which boys, girls, men and women were able to distinguish among moral, conventional, prudential-intelligence and school rules; the similarities and differences between the patterns of social rule discrimination of children and adults; the ways in which males and females differentiated social regulatory transactions.

Fifteen boys and 15 girls, 7.5 to 8.5 years of age, and 15 male and 15 female adults completed four Q-sorts, each of which represented a different type of social regulatory episode. Six subjects from each subsample partook in an interview which investigated qualitatively the kinds of language subjects used to express social rule understandings.

All pairwise Pearson correlation coefficients were significant at the .01 level thus indicating a strong relationship in the patterns of social regulatory understanding between boys, girls, men, and women. The results of the 2 x 2 x 4 x 4 ANOVA with two repeated factors demonstrated that children evaluated the moral and the prudential stories more appropriately than did the adults. Adults were more appropriate in their appraisal of the school rule episode. Neither group significantly differentiated between moral and conventional adjectives types of the story concerning social convention.

The only story episode in which a significant difference at the .01 level occurred for sex was on the story representing a moral issue. Females significantly differentiated the moral type adjectives from the conventional ones whereas the males did not.

The language function analysis of the interview protocols revealed trends for sex rather than age. The greater use of projecting language was by females. This group also was more likely to use if, then statements based on logic than were the males. The males, young and old, did employ more language which speculated about events including drawing logical conclusions.

PRESYNTAX: THE DEVELOPMENT OF WORD ORDER IN EARLY CHILD SPEECH

Ewing, Guy, Ph.D. *University of Toronto (Canada)*, 1984. Chairperson: R.F. Harney

In this dissertation, I consider the origins of syntax in early child speech. I develop the view that children first use words and word combinations contextually, without rules of syntax, and that syntax develops subsequently in child speech. I begin, in Chapter 1, by arguing that published studies of early child speech do not support the assumption of rules of syntax for children's first word combinations. In Chapter 2, I describe the data base for the argument in the dissertation, a diary study of one child from 0;11 to 2;0, and outline my method for systematizing the data base. In Chapter 3, I demonstrate that the child used words contextually. In Chapter 4, I argue that the child first combined words by compounding his contextual word uses, obviating the need for rules of syntax for the designation of conceptual relations by means of word order. I develop a plausible account of how the child's contextual uses of words in word combinations could have allowed for the acquisition of rules of syntax by the child without initially requiring such rules. In this account, which I offer as a theory of syntactic development in one child's early speech, word-specific and context-specific word orders, which, collectively, I call presyntax, develop prior to syntax, and provide a transition between contextual word uses and the acquisition of syntax. I conclude by showing how the theory of syntactic development in one child's early speech that is presented here can contribute to an empirically testable general theory of syntactic development in child speech.

MATRICES AND INDICES: SOME PROBLEMS IN THE SYNTAX OF CASE Order No. DA8504510

Franks, Steven Laurence, Ph.D. *Cornell University*, 1985. 590pp.

In Government-Binding (GB) theory case is an abstract property of phrases bearing thematic (theta–) roles. It is also a familiar morphological category of nouns and adjectives. This dissertation shows that an appropriate theory of morpho-syntax can accommodate both the recent syntactic conception of case and the traditional morphological one.

Chapter One surveys the assumptions and constructs of GB theory, which serves as a point of departure. Particular attention is paid to the subtheories of case and theta-roles. These supplement a restrictive model of the base, eliminating the need for detailed phrase-structure rules.

Chapter Two develops the view that syntactic nodes are matrices of morpho-syntactic features. Features of each morphological category, including case, are grouped together into bundles or "submatrices". Case assignment can then be analyzed as the specification of feature values in some node's case submatrix. Of equal concern is the association of arguments with theta-roles. A theta-role assigner contains a theta-role submatrix, the contents of which determine the role of its complement.

Chapter Three, the conceptual core of the dissertation, treats certain formal and substantive inadequacies of the first two chapters. It contends that all matrices have indices, the value of which depends on the level of representation being considered. Various principles of coindexation between nodes are proposed for different levels. The assignment of a theta-role to a complement is seen as the coindexation of an argument with a theta-role submatrix. This system accounts for all case assignment in terms of the coindexation of nodes containing case submatrices, regardless of the principle that induced that coindexation. Complements receive case as a consequence of theta-role assignment, but this obscures the true breadth of case assignment constructions.

Chapter Four examines the case of predicate adjectives in Polish. The problem of how predicate adjectives are able to agree in case with their antecedents is solved by relating the formal constraints on coindexation to those on "binding" in GB theory. It is concluded that binding, suitably expanded to include diverse principles of coindexation, may render any independent notion of "government" unnecessary.

ELEMENTARY-SCHOOL BASIC ENGLISH TEXTS AND ENGLISH AS A SECOND LANGUAGE TEXTS: SUITABILITY FOR ORAL LANGUAGE INSTRUCTION OF YOUNG SPEAKERS OF BLACK LANGUAGE Order No. DA8514989

Germaine, Emma Thornton, Ed.D. *University of San Francisco*, 1984. 137pp. Chairperson: Dorothy Messerschmitt

The purpose of this research was to examine elementary-school textbooks and teacher's guides for their suitability as instructional materials to teach standard English skills to young speakers of Black language. The textbooks examined were the first, second, and third levels of basic English texts and English as a Second Language (ESL) texts.

Suitability of the textbooks was judged on the basis of (1) the text's coverage of verb forms which mark distinctions between standard English and Black language; (2) whether the text provided background information to sensitize teachers to language-learning needs of speakers of Black language; and (3) whether the text included instruction using multisensory approaches, a variety of evaluation procedures, and opportunities for reinforcement activities and comparison procedures.

The results indicate that neither in terms of quantity of coverage nor in terms of the quality of variables (based upon the standards for suitability) did either the basic English or the ESL textbooks appear to be adequate to teach the most critical grammatical features of standard English to children who speak Black language.

Implications of this study included the need for (1) the provision by educators of inservice and/or university level training for staff regarding research and recommended methodology for treating language-learning needs of speakers of Black language, and (2) the use of a wide variety of materials to supplement the offerings of textbooks. The need for adequate textbook materials has implications for publishers. Recommendations for further research involve (1) replication of the study (with modifications) at pre-school levels; (2) an investigation of teacher-identified needs in terms of methods and materials; and (3) a correlation study to determine whether improvement in the use of standard English relates to achievement in other subject areas.

AUDIENCE, SUBJECT, FORM, AND WAYS OF SPEAKING: WRITERS' KNOWLEDGE IN THE DISCIPLINES

Order No. DA8508287

JOLLIFFE, DAVID ALTON, PH.D. *The University of Texas at Austin*, 1984. 556pp. Supervisor: Lester Faigley

In response to the growing movement to teach writing within the disciplines and across the curriculum, this dissertation investigated differences between learning to write in general and learning to write in order to be able to participate in specific academic and professional disciplines.

The dissertation explained that two approaches have been employed in teaching writing in the disciplines, the general-writing and the discipline-specific approach. Although a survey showed that both approaches could be supported by rhetorical history, the dissertation argued that the latter was more appropriate for teaching writing in the disciplines. Consequently, the dissertation proposed a theory of disciplinary enculturation--in which apprentices learn through participation a discipline's intellectual skills, methods of representation, and language--as a model to study writing in the disciplines.

To test this model, the dissertation presented case studies of twelve writers, representing different levels of experience in biology, literature, and social work. In addition, the dissertation demonstrated text analysis methods currently employed in the sociology of science by analyzing four texts produced by students and practitioners in social work. Finally, the dissertation presented results of a study in which 127 writers in the three disciplines read a text from their field, assessed how closely it resembled the kinds of reading and writing they do and how much of it they could label as "given" knowledge, and wrote a summary of it. The results showed that successful summarizers were able to draw on significant prior knowledge, were able to label a large amount of the knowledge in the original text as "given", and were able to use the structure of the original text to structure their summaries.

The dissertation contributed to research in composing written texts in two ways. First, it demonstrated that the disciplines do have specific rhetorics which influence the writing which practitioners must do in them. Second, it demonstrated specific composing operations which develop based on these discipline-specific rhetorics. The dissertation also contributed to the teaching of writing by offering pedagogical directions based on the results of the case studies, the text analyses, and the study of a large group of writers.

ORAL AND WRITTEN NARRATIVE: DISCOURSE TYPES AND FUNCTIONS

Order No. DA8500827

KELERTAS, VIDLETA, PH.D. *The University of Wisconsin - Madison*, 1984. 414pp. Supervisor: Arthur E. Kunst

The relationship of ordinary and "poetic" language, oral and written texts, has been a subject of speculation in literary theory and linguistics throughout this century. Retaining the classical distinction between high and low style, early responses to the question, e.g. the Russian formalist, centered on attributing poetic language to a separate category; however, recognition of the relativity of a narrator's information and similarities at the speech-act level of discourse have brought about a perception of linguistic similitude. In this study, various critical positions--formalist, structuralist, linguistic--are reviewed and evaluated, while theory unaccompanied by a useable model of language and a lack of sophistication about literary texts in general are found to limit the applicability of many of these previous insights to actual language use.

Later chapters turn to direct analysis and demonstration of transcriptions of extended spontaneous oral monologues, examining them from literary, discourse analysis and sociolinguistic perspectives. Some structures and features of oral texts are identified. Next preliterary material from the early Lithuanian prose tradition (19 C.) is examined to isolate features of orality and literariness. Some markers and typical structures of orality having been established, a story early in the literary tradition is segmented according to linguistic and literary methodologies. Thus discourse types and their functions in a literary context can be identified and the relationship between a literary narrator and his/her material described.

Chapter Four then uses the data obtained to draw conclusions about discourse types and their functions in oral and written texts, to predict their presence and structural/functional overlap. The Chapter also discusses performance factors in ordinary language and literary convention in the poetic variety, bringing out other features, such as narratorial options, technical variety, textual organization, and the reader's role, in self-conscious narrative. Some of the multivalence and coherence of poetic language is accounted for through its use of semantically meaningful repetition. The activity of communicating experience in language makes ordinary and poetic language appear similar; however, their discourse structures and functions overlap only rarely and in predictable ways.

AN EXPLORATION THROUGH ORAL HISTORIES INTO REASONS THAT EIGHT FEMALE SECONDARY TEACHERS OF ENGLISH REMAINED WITH OR WITHDREW FROM PUBLIC SCHOOL TEACHING IN TEXAS

Order No. DA8508291

KITOWSKI, CHARLOTTE MARY, PH.D. *The University of Texas at Austin*, 1984. 317pp. Supervisor: Edmund J. Farrell

Through life histories of selected secondary female teachers of English, this research explored why participants remained in or withdrew from public school classrooms in Texas. After examining the characteristics of the larger culture, the educational setting, and the participants' personality, the study attempted to identify some elements that appear to be related to retention in the profession and some that appear to be related to the phenomenon of stress, burnout, and possible withdrawal from English teaching.

The research focused on four active and four former teachers of English in the San Antonio area and used case study, including oral history and grounded inquiry methodology. Other major measures included Edgar Schein's Career Anchor Exercises, Elaine Wangberg's Teacher Stress Scale, and Christopher Wilson's Stress Profile for Teachers.

On the Schein Career Anchor Exercises, three active teachers identified their career anchor as service; three (one teacher and two former teachers), security/stability. Results of the Wilson Stress Profile for Teachers and the Wangberg Teacher Stress Scale suggest that all participants experienced moderate stress in some areas. Former teachers, however, tended to experience more stress, dissatisfaction, and burnout than did active teachers.

Although the needs of youngsters and the love of English drew most of the participants into the classroom, these individuals now believe that the culture's attitude towards English teachers is more negative than positive. They believe further that women's changing work and family roles are factors that often deter prospective female teachers from entering secondary English teaching and encourage active female teachers to leave it.

All participants indicated that a supportive administration is essential at school. Three former teachers left teaching because of frustration with the administration and the educational system. Most participants further mentioned that although English teaching offers intrinsic rewards, the heavy workload resulting from large classes and composition teaching is particularly stressful.

In the past, society could depend on many American women to become teachers. Today, however, women are free to contribute their talents and dedication in areas once barred to them. As this study hints, if adverse teaching conditions do not change, many capable women will not invest their lives in teaching.

THE RELATIONSHIP BETWEEN STUDENTS' SEX-ROLE STEREOTYPES AND THEIR INTERPRETATION OF EXCLUSIONARY AND INCLUSIONARY NOUNS

Order No. DA8506796

KLEINDIENST, RICHARD JOSEPH, PH.D. *Kansas State University*, 1984. 133pp.

The use of exclusionary (masculine generic) language has been condemned by many educators because the reader tends to exclude females from the interpretation of this generic form. An alternative which has been suggested is the use of inclusionary (neutral generic) language. This study had two purposes: (1) To determine if students are still excluding females from their interpretation of exclusionary language, and (2) To determine if the students' level of sex-role stereotypes affect their interpretation of exclusionary and inclusionary language.

The independent variables include type of language (exclusionary/inclusionary), grade level (fifth/ninth), sex (male/female), and level of sex-role stereotypes (high/medium/low). The dependent variable was the number of female pictures selected when reading either exclusionary or inclusionary nouns. Four-way analysis of variance were used to analyze the data.

Two instruments were administered to three hundred twenty-nine students. The first instrument, developed by Eberhart (1976), measures the extent students include females within their interpretation of exclusionary and inclusionary nouns. The second instrument, Burghardt's (1974) Modified Sex Role Questionnaire, yielded the sex-role stereotype scores.

The conclusions reached in this study were: (1) Students who read inclusionary nouns included more females than students who read exclusionary nouns. One third of the students who read exclusionary nouns still exclude females from their interpretation.

The main effects of grade level, sex, and level of sex-role stereotypes were not found to be significant. Statistical significances were found for some interactions. The only consistent pattern in all interactions was the students who read inclusionary nouns included more females in their interpretation than those who read exclusionary nouns. There was also little evidence to indicate that sex-role stereotypes affect the interpretation of language.

The main conclusion reached was that inclusionary nouns were interpreted to mean male and female, regardless of any other variable examined. Those who read exclusionary nouns are more likely to exclude females from their interpretation.

COHERENCE AND COHESION: CONTEXTUALIZATION OF OSWALD DUCROT'S GENERAL THEORY OF LINGUISTIC SEMANTICS

Order No. DA8512458

LIST, KATHLEEN LOUISE, PH.D. *The University of Michigan*, 1984. 464pp. Chairman: A. L. Becker

In the last ten years, numerous studies have been done on cohesion in English. These studies have been inadequate first because they analyze only the cohesion that is marked formally in surface manifestations of language and secondly because they are limited to interclausal, intersentential or paragraph cohesion. These inadequacies severely limit what can be said about cohesion in language.

A few studies have gone beyond the structural cohesion of language to explore the generic, social, referential, silential, or medial coherence relations which constrain discourse. These studies have been done on languages other than English.

A French linguist, Oswald Ducrot, in developing his general theory of linguistic semantics, has focused much of his research on the silential coherence of French texts, on the habits of thinking which constrain the production of natural language in French. The exploration of utterance linking to the unsaid of texts becomes the source of hypotheses which lead to the theoretical imagining of (1) strategies imposed by the speaker of an utterance on the receiver for the interpretation of the discourse as well as (2) the maneouvers to which the text is contrained. Ducrot's influential work has remained relatively unknown in the United States: only four translations of his work have been done.

This dissertation is an act of modern philology (Becker: 1979) in that it contextualizes Ducrot's work in terms of all the coherence relations mentioned above, except the silential, and presents three translations of his work: one major theoretical written work and two seminar transcriptions.

Familiarity with Ducrot's extensive theoretical work and detailed text analyses opens the possibility of a greater aesthetic understanding of French discourse. The focus on the unsaid relations which account for meaning gives non-native speakers access to native speaker strategies of interpretation.

AN ANALYSIS OF THE RELATIONSHIP BETWEEN THE METAPHORS USED BY MANAGERS AND THEIR EFFECTIVENESS RATINGS

Order No. DA8505434

MCBRIDE, MARY DENISE, PH.D. *New York University*, 1984. 127pp. Chairperson: Terence P. Moran

The purpose of this study is to investigate meaning, how we make it, shape it and communicate it to others within a particular communication context. The researcher analyzed the language used to communicate meaning in order to determine if it reflected ways of analyzing and ordering information based on a set of assumptions. The language examined was that used by managers to describe the act of managing. The aspect of language examined was metaphor.

This study applies the principles of general semantics to the study of a managerial environment and relates the assumptions uncovered by language analysis to a specific behavioral outcome, effectiveness.

The purpose of this study was to take some of the ideas of general semantics and apply them to the function of managing people in order to use language analysis as a means of revealing certain assumptions, or "systems of orientation." The particular assumptions, or "systems of orientation" studied were those regarding a static, fixed or process oriented, unfixed view of reality reflected in the manager's perception of the nature of the situation, his relationship with others and his responsibilities as suggested by the metaphor he selected to describe his experience as a manager.

According to both the general semanticists and management theorists like Leonard Sayles, flexibility may be essential to effectiveness.

This particular study uncovered no "good" or "bad" metaphors, only metaphors more or less useful within the situation of managing. Those metaphors which proved to be more useful were those that allowed for flexibility of and an ordering and reordering of responsibilities based on the changing nature of the situation. They were metaphors which allowed the user to envision himself as having a wide range of personal choice and an ability to act upon the situation and the others within it.

The metaphors less useful to the user were those that defined the manager's responsibilities as fixed, and therefore clearly limited and defined. These user managers were locked within a static notion of reality which may have caused them to resist change, overvalue similarities, cherish generalizations and structure their responses to conform with tradition.

The results of this study indicate the potential usefulness of metaphor as a tool for uncovering the underlying assumptions of the user in a variety of social settings.

THE MODAL VERBS: UNIVOCAL LEXICAL ITEMS

Order No. DA8515891

McCallum-Bayliss, Heather, Ph.D. *Georgetown University*, 1984. 267pp. Mentor: David P. Harris

This study is about the modal verbs of American English: *can, may, could, might, must, will, shall, would* and *should*. Many traditional analyses consider the modals ambiguous between the so-called *epistemic* and *root* interpretations (e.g., *may* of 'possibility' and 'permission,' respectively). This study demonstrates, however, that the modal verbs are not ambiguous but systematically polysemous, a type of non-ambiguity. Each modal has a singulary semantic representation from which the various modal interpretations are contextually derived. These interpretations depend on two classes of world, not linguistic, knowledge; as such, they need not be specified in the linguistic description of the language but will be accounted for in the pragmatics of the language.

Each modal is a univocal marker of probability. Together, they constitute a class of items that exhibits semantic gradience and manifest both the semantic and conversational characteristics typical of quantitative scales. Individually, the modal verbs are distinguished in part by different degrees of probability. However, several items can represent the same notion of probability (e.g., *can, may, could* and *might* all correspond to the concept of 'possibility'), so other features must distinguish among items that are apparent semantic equivalents. This analysis demonstrates that the concept of *grounds* and the semantics of the past marker are what differentiate parallel items.

The notion of grounds is a semantic concept that signals that the speaker has significant, relevant information available to him that serves as testimony to the validity of his statement. Such knowledge accords the speaker the status of "expert." This analysis also shows that the past marker has retained its function of signalling various types of remoteness in the case of the modal verbs. The past-marked modals (e.g., *could*) are therefore not independent semantic units (as often claimed) but are composite semantic entities.

Probability, grounds and the semantics of the past marker explain the great variety of modal interpretation, the difficulty in isolating a specific range of applicability of the modals and the contrastive behavior of seemingly parallel items.

It is from these univocal semantic representations that the interpretations that have been attributed to the modal verbs are contextually derived. This study demonstrates that these interpretations are reasonable and predictable from the univocal semantic representations proposed.

SEGMENTAL AND SUPRASEGMENTAL FEATURES AND LIP AND JAW ARTICULATORS

Order No. DA8510511

Macchi, Marian J., Ph.D. *New York University*, 1985. 286pp. Adviser: Noriko Umeda

The study addresses the general question of how phonetic features are related to articulation. Two kinds of phonetic features were considered: features traditionally considered segmental, like labiality and vowel height, and features traditionally considered suprasegmental, like prominence and syllable structure. Two representations of articulation were considered: flesh points and physical articulators determining the flesh points. Articulation data was obtained for two speakers of American English using an x-ray microbeam system that tracks movements of pellets attached to flesh points. The lower lip pellet was considered as a flesh point and as the result of two articulators, the jaw and the lower lip proper.

Segmental and suprasegmental features both had articulatory correlates; however, the correlates were different. For labial segments in minimal pairs differing in the identity of phonemically adjacent vowels of consonants, the position of the lower lip flesh point was relatively invariant compared to the position of either of the two articulators. The jaw position and the lower lip proper position varied inversely with each other, without regard to prominence, phrase position or syllable boundaries. In contrast, for segments in minimal pairs differing in suprasegmental environment, the lower lip proper position was relatively invariant, although the jaw position did vary. Consequently, the lower lip flesh point had different positions. Thus, the segmental features and environment of a segment were directly related to the lower lip flesh point, while suprasegmental features were directly related to the jaw.

Thus, the segmental and suprasegmental features were independent phonetically, at the levels of articulatory representation at which rules implement jaw and lip proper positions. Therefore, the articulation associated with suprasegmental features need not represent segmental contrast. For example, differences in lower lip flesh point position between syllable-initial [p] and syllable-final [p] need not be described as different allophones of [p] in terms of different values of the features labial or stop. Rather, the difference can be described as the same segmental lower lip flesh point position plus different suprasegmental jaw positions.

PLAINTEXT: DECIPHERING A WOMAN'S LIFE

Order No. DA8505236

Mairs, Nancy, Ph.D. *The University of Arizona*, 1984. 291pp. Director: Susan Hardy Aiken

Because of woman's peculiar relationship to language, and therefore to the means of comprehending and expressing her experience, female autobiographical writing is a problematic undertaking. An exploration of several premises about Western culture can help to illuminate the difficulties the female autobiographer encounters in creating her life/text. Among these premises are the following: (1) that the culture that provides the context for female experience is what feminist theorists call "patriarchal," that is, a culture dependent upon and reinforced by the supremacy of male interests, pursuits, and values. (2) that the habit of mind of this culture is essentially dichotomous, and that this bifurcation, although it serves very well to enable one person or group to gain power over another, fails to account for the sense of relatedness characteristic of female moral development as demonstrated by recent feminist psychologists. (3) that one lives through telling oneself the story of one's life (that is, that living itself is an essentially autobiographical act); that this narrative conforms to certain cultural conventions; and that these conventions present distinct problems to the narrator who is female. (4) that the human being constructs its self through language, and that the language of a patriarchal culture is problematic to female authenticity.

In order to confront these theoretical problems in practice, twelve essays explore some experiences of a middle-aged, middle-class white American woman in the second half of the twentieth century. These include illness, both physical (multiple sclerosis) and emotional (depression, agoraphobia); suicide; relationships with men, strangers, and cats; motherhood; and above all, writing. They form a feminist project whose purpose is so to merge theory with praxis, nonfiction with fiction and poetry, scholarship with creation, that such distinctions become meaningless and the female writer can get on with the real business of making and contemplating her text.

An annotated selected bibliography lists works in feminist theory and criticism, some of which inform the essays, thus providing a program for extensive feminist study, especially in literature, anthropology, and psychology.

A SPEECH ACT THEORY BASED INTERPRETATION MODEL FOR WRITTEN TEXTS

Order No. DA8515329

MANABE, TAKASHI, PH.D. *The University of Texas at Arlington*, 1984. 405pp. Supervisor: Ellis W. Deibler, Jr.

In recent years, so called Speech Act Theory (a branch of the philosophy of language) has focused on such concepts as 'intention' (or 'intentionality'), 'interaction' and 'comprehension'. The author believes that this theory gives the theoretical basis for an interpretation model which is developed in this study.

After human speech activities are placed in the larger context of human actions, a model which explains the performing process of speech acts is presented. In this model, four levels of intentionality are posited: utterance intent, propositional intent, illocutionary intent, and perlocutionary intent. These levels of intentionality are inseparable from each other and operate simultaneously in performing speech acts. Speech acts are categorized according to their illocutionary intents. Six major categories are suggested: Representatives, Directives, Commissives, Expressives, Declarations, and Responsives.

The model of the speaker presented above is completed when the model of the hearer (or interpreter) is added to it. The combined model, which can be called a cyclic or interactive model, is developed. Corresponding to the four levels of intentions on the part of the speaker, four levels of effects are posited in order to explain the 'comprehension' process of the hearer. These four levels of effects are: utterance effect, propositional effect, illocutionary effect, and perlocutionary effect. It is contended that only after this stage of comprehension can the hearer make a legitimate response to the speaker by his 'decision' and 'response action'. The process of comprehension, then, is explained extensively, paying particular attention to the concepts of 'context' and 'inference'.

The main contributions of the study are: (i) the resolutions of some of the lingering theoretical problems in Speech Act Theory; (ii) the development of an interactive model of speech acts, which is applied to text analysis; and (iii) the development of such concepts as 'author's intent structure' and 'referential intent structure' for the application of Speech Act Theory to text analysis.

THE ROLE OF LANGUAGE IN THE RATIONAL EMOTIVE EDUCATION APPROACH TO TEST-ANXIETY REDUCTION FOR SIXTH GRADE STUDENTS

Order No. DA8500897

O'NEILL, MARY ANN, ED.D. *University of San Francisco*, 1984. 181pp. Chairperson: Joan Avis

The purpose of this study was to examine the roles of language ability, gender, and socioeconomic status in the Rational Emotive Education (REE) approach to test-anxiety reduction.

The following null hypotheses were tested: (1) In REE there will be no difference in test-anxiety reduction between subjects who have high and low language ability. (2) There will be no difference in test anxiety among subjects in REE, the attention control group, and the no-treatment group. (3) There will be no difference in test-anxiety reduction among subjects from high or low socioeconomic status schools in the REE group, the attention control group, and the no-treatment group. (4) There will be no difference in the test-anxiety reduction among male and female students in the REE group, the attention control group, and the no-treatment control group.

A significant three-way interaction between low socioeconomic status, low language girls in REE produced significant results at the .01 level ($F_{1,22} = 12.873$). The significant effects are attributed to the interaction of language, sex, and SES rather than treatment alone. Acceptance of these results is viewed with caution, primarily due to the small sample ($N = 6$) of this interaction effect.

When boys, with high language ability from high socioeconomic status schools in REE treatment, were compared with their low language counterpart, boys with low language were significantly lower at the .003 level in test anxiety ($F_{1,20} = 10.310$, $P < .003$). Further research is recommended in sorting out the role of language in Rational Emotive Education. Hypothesis I was rejected.

A four-way ANOVA was applied to assess group differences as measured by the Test Anxiety Scale for Children (TASC). No significant statistical difference in test anxiety was found between the REE group, attention control group, and the no-treatment control group. Hypothesis II was not rejected.

No significant statistical main effect was found for socioeconomic status among the REE group, attention control group, and no-treatment control group. Hypothesis III was not rejected.

A statistically significant main effect for gender was found at the .01 level in two group comparisons. Low-language girls in low socioeconomic status schools had significantly less test anxiety than their male counterparts in the REE group ($F_{1,19} = 23.261$). High-language girls in low socioeconomic status schools had significantly less test anxiety than their male counterparts in the attention control group ($F_{1,20} = 9.450$). Hypothesis IV was rejected. (Abstract shortened with permission of author.)

THE RELATIONSHIP BETWEEN PUPILS' AND TEACHERS' RATINGS AND THE LANGUAGE ACHIEVEMENT OF FIFTH- AND SIXTH-GRADE PUPILS

Order No. DA8513090

PARKBONGKOCH, CHANTANA, ED.D. *Indiana University*, 1984. 151pp. Chairperson: Milton E. Marten

This study proposed to answer the question, "What is the relationship between pupils' and teachers' perceptions of behaviors contributing to teaching effectiveness and language achievement of fifth- and sixth-grade pupils?" The perceptions of pupils and their teachers toward certain behavior patterns contributing to teaching effectiveness were surveyed by using the two questionnaires which were developed and administered by the investigator.

Separate analyses of the data were done for each of two independent variables. Analysis I concerns the relationships between pupils' and teachers' perceptions of behaviors contributing to teaching effectiveness and the true gain scores in pupils' language achievement during the prior year. Analysis II concerns the relationships between pupils' and teachers' perceptions of such behaviors and pupils' language achievement by the end of the year. Pearson product-moment correlations and multiple correlations were computed to measure the magnitude of the relationship between each of the six behaviors contributing to teaching effectiveness and each of the three categories of language achievement (vocabulary, reading, language skills). Fishers' z' transformation was calculated to test the significance of the differences between the correlation coefficients. A wide range of agreement were found in the perceptions of pupils and teachers.

In Analysis I, the correlation coefficients of teachers' ratings of their own effectiveness and pupils' gains in language achievement were found to be higher than those of pupils. Teachers' ratings of their own effectiveness were valid in the category of reading.

In Analysis II, the correlation coefficients of pupils ratings of their teacher behaviors which contribute to teaching effectiveness and pupils' language achievement were slightly higher than those of their teachers.

THE EFFECTS OF IMAGINATIVE PLAY UPON INTELLIGENCE QUOTIENTS, SYMBOLIC PLAY, AND LANGUAGE USAGE IN SIX-YEAR-OLD CHILDREN

Order No. DA8506662

PETTIGREW, WILLIAM GEORGE, JR., D.ED. *The Pennsylvania State University*, 1984. 146pp. Adviser: Thomas D. Yawkey

The study evaluated the effects of imaginative play upon intelligence quotient, symbolic play, and language usage in six-year-old children. The participants were 40 male and 40 female first-grade children attending the Penncrest School District located in northwestern Pennsylvania. Ages ranged from six years to six years, nine months. Subjects were placed into one of four treatment groups: abstract treatment, body action treatment, puppet treatment, and a control group. Intelligence quotients, language usage, and symbolic play were recorded in both trial 1 and trial 2 while story comprehension was tested at trial 2 only.

Results indicated a significant increase in intelligence quotients of the puppet and body action groups. Also, the area of symbolic play showed significant differences in puppet play for boys and not girls. The results indicated that language usage showed significant increases in adjectives and total responses for boys. Also, girls showed significant increases in adverbs only. In addition, story comprehension boys did better than girls regardless of treatment group.

A COMPARATIVE STUDY OF TWO APPROACHES FOR ANALYZING BLACK DISCOURSE Order No. DA8511733

PHILLIPS, LEON C., PH.D. *Howard University*, 1983. 210pp. Chairperson: Melbourne Cummings

Students of Black public discourse have used various rhetorical approaches to critique the speeches and the speakers of the Black community. These approaches range from the traditional classical method of analysis to contemporary methods like the fantasy theme rhetorical vision approach. These approaches not only focus on the unique rhetoric of Afro-Americans, but they lay the basis for Black rhetoric to be a distinct area of rhetorical discipline. However, these approaches did not consider the cultural roots of Afro-Americans as a factor in analyzing their communication.

Contemporary scholars, aware of the impact of culture on communication, turned to traditional African cultural concepts for direction and understanding. They suggested that a culture-sensitive African based approach, because it draws on the African cultural roots, provides great insight into Black public discourse. Traditional African World-view is seen as the ideological matrix of Black American communication.

The study sought to demonstrate the additional insight that a culture-sensitive African based approach contributes to a critique of Black American public discourse. First a comprehensive Neo-Aristotelian critique of a Black public speech was selected and presented. Then selected aspects of traditional African World-view--Spirituality, Word power, Call-response--were operationalized and used to critique the same presentation. The resulting African based criticism of Black American public discourse is a more insightful criticism. It demonstrates the rhetorical possibilities of this approach for analyzing Black public speech.

ASSOCIATION WITH FOCUS Order No. DA8509599

ROOTH, MATS EDWARD, PH.D. *University of Massachusetts*, 1985. 237pp. Director: Barbara Hall Partee

Suppose John introduced Bill and Tom to Sue and performed no other introductions. Then (i) "John only introduced Bill to SUE" is true, while (ii) "John only introduced BILL to Sue" is false, where capitalization symbolizes a focus marked by a phonetic prominence. Two analyses of this phenomenon of association with focus are considered. The scope theory posits a logical form in which the focused phrase and a lambda abstract with a bound variable in the position of the focused phrases are arguments of "only". According to the domain selection theory I propose, (i) and (ii) have a function-argument structure mirroring the syntax. The translation of "only" has two arguments, the VP translation and the translation of the subject NP; (i) expresses a quantification over properties. Focus contributes to the meaning of (i) by delimiting the domain of quantification to properties of the form 'introduce Bill to y', where y is an individual. This yields an assertion: if John has a property of the form 'introduce Bill to y', then it is the property 'introduce Bill to Sue'. This is similar in truth conditions to the assertion produced by the scope theory, namely 'if John introduced Bill to y, then y is Sue'. This idea is executed by including a recursive definition of the sets which will serve as domains of quantification in a Montague grammar.

It is argued that the domain selection theory is superior in several ways. In particular, no bound variable in the position of the focused phrase is postulated; the relation between "only" (or "even") and a focused phrase violates structural conditions on bound variables. Chomsky's crossover argument for assigning scope to focused phrases is answered.

The proposal is extended to cases where "only" and "even" modify NP and various other categories by means of a crosscategorial semantics analogous to the crosscategorial semantics for conjunction proposed by Gazdar and others.

Other constructions discussed are association of focus with adverbs of quantification (MARY always takes John to the movies, Mary always takes JOHN to the movies), clefts (it is JOHN's father who came, it is John's FATHER who came), and conditionals.

GEORGE VANDENHOFF, NINETEENTH CENTURY ELOCUTIONIST IN AMERICA Order No. DA8511764

SCHOOLEY, BILL JAYE, PH.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1984. 304pp. Director: Francine Merritt

Three generations of Vandenhoffs were among featured players in theatres of both America and England for over a century, 1808 through 1913. George Vandenhoff, the subject of this study, was the eldest son of the accomplished British tragedian, John Vandenhoff. Lauded in England, George accepted a theatrical booking in New York in 1842 and later became a resident of that city.

Dissatisfied with changing trends in the theatre and perceiving a growing interest in public readings of literature, Vandenhoff ultimately turned his attention from the actor's stage to the reader's platform. One of the first to introduce Shakespearean readings, he enjoyed thirty-nine years of popularity as a public reader of literature.

Vandenhoff was among those professional men who actively sought to improve oral expression in a growing America. Staunchly defending the teaching of elocution (oral delivery), he wrote textbooks and offered instruction in that art. His manuals, judged to have been admirable, intelligible, correct in theory, and easy of practice, were in popular use in both England and America for over forty years. As an elocutionist, the ex-actor was particularly adept at characterization. Recognized as "New York's favorite reader," his performances expanded the literary awareness of his listeners and inspired many to seek guidance in improving their own elocution.

As educator and entertainer, Vandenhoff foreshadowed the twentieth century concept of oral interpretation as a valid method for studying and stimulating appreciation of literature. Being a popular participant in the mainstream of nineteenth century elocution, he unquestionably made a significant contribution to the practice of oral interpretation of literature and to oral delivery in general.

In addition to recording highlights of the theatrical careers of George Vandenhoff and nine other family members, this study is an investigation of his years as a public reader and teacher, primarily in New York and New England. Also, it is an assessment of his contribution to the art of oral reading as an author of elocutionary textbooks.

Appendix A contains copies of playbills and character portraits of Vandenhoffs. Appendix B presents a table of literary selections and authors comprising the anthologies found in Vandenhoff's and five of his contemporaries' textbooks.

THE INFLUENCE OF PARENT GENDER ON THE VERBAL TEACHING STRATEGIES OF SELECTED FATHERS AND MOTHERS DURING WRITTEN LANGUAGE EPISODES WITH THEIR PREKINDERGARTEN CHILDREN Order No. DA8512259

SEARCY, LEROY (BILL), ED.D. *University of Missouri - Columbia*, 1984. 317pp. Supervisors: Carl Fehrle, Stevie Hoffman

This descriptive study was designed to gain information about parental oral language functions during written language episodes with their prekindergarten children. Previous research had suggested that differential interaction patterns existed between father-child and mother-child dyads, and that these differences had impact on children's development. A general observation had been that fathers tended to be less verbal and more physical with their young children than did mothers. The question raised for this investigation was whether similar differences existed in oral language functions when fathers and mothers interacted with their prekindergarten children during written language activities.

Nine upper middle class families volunteered to be videotaped as father-child and mother-child dyads in each family participated in drawing/writing and letter writing activities. Parental oral language was coded on the *Parent-Child Oral Language Scale* (Searcy, 1984) in order to identify the functions of oral language used by each parent. Functions of language coded on this scale included questioning or commenting; requesting, inviting, insisting, or interrogating; ignoring, praising, accepting, or rejecting.

The oral language of fathers and mothers was compared for similarities and differences in functions. Both qualitative and quantitative analysis of the data indicated that there were no significant differences in the oral language functions between fathers and mothers in the same family. However, differences in functions of oral language were observed between parents in different families, despite the fact that all participating families shared similar demographic information.

The findings from this study lead to a number of recommendations. Included was a recommendation that further study be made to investigate the specific influences of parental oral language on children's written language development. A second recommendation was made to investigate changes in parental oral language functions at different points in children's written language development.

VOWEL INTRINSIC FUNDAMENTAL FREQUENCY IN PROSODIC CONTEXT Order No. DA8516503

STEELE, SHIRLEY ANN, PH.D. *The University of Texas at Dallas*, 1985. 242pp. Supervisor: John J. Godfrey

Intrinsic fundamental frequency (IF0) is the tendency of vowels articulated with the tongue high in the mouth ([i], [u]) to have higher F0 than those with low tongue position ([a], [æ]). The difference in Hertz between the F0 of [i] and [æ], used here as a working measure of IF0, was measured in a number of controlled prosodic contexts in a series of three experiments. Prosodic variables included sentence type (statement and question), pitch accent and phrase accent types (high and low), degree of prominence (induced by contrastive stress), and serial position in the sentence. The results showed a nearly bimodal distribution of IF0 differences. Large mean differences (10% or more) occurred on syllables in initial sentence position and/or with high prominence, but not necessarily with high F0. Small differences (about 6.5% or less) were found in non-initial position without high prominence, but not necessarily with low F0.

In attempting to reconcile these findings with current theories of IF0 cause, it is concluded that: (1) IF0 differences cannot be explained in terms of a single parameter, such as vocal fold tension; (2) the data are better explained by regarding IF0 differences as the result of a complex interaction between two factors, vocal fold tension and subglottal pressure; and (3) some aspects of the results (such as the occurrence of large IF0 differences low in the speaker's range and smaller differences high in the range) call for future research which combines acoustic and physiological measurements.

A COVARIANCE STRUCTURE MODEL OF SYMBOLIC FUNCTIONING: A STUDY OF CHILDREN'S COGNITIVE STYLE, DRAWING, CLAY MODELING AND STORYTELLING Order No. DA8510642

SULLIVAN, GRAEME LESLIE, PH.D. *The Ohio State University*, 1984. 207pp. Adviser: Arthur D. Efland

This study investigated the relationship between individual styles of symbol use and performance in a variety of media. Models of symbolic functioning across media were defined based on theoretical views described by researchers at *Harvard Project Zero*. Measures on Patterner and Dramatist cognitive style, drawing, clay modeling, and storytelling, were obtained from a sample of 217 first-graders. This data was used to test the plausibility of the models using the multivariate technique of covariance structure modeling. The LISREL program provided an empirical method of confirmatory data analysis used to determine the goodness-of-fit of a model that was grounded in theory, with a sample of data.

Results indicated the models that defined cognitive style as an underlying behavioral characteristic that described children's approach to symbol use across media were in need of reassessment. As a composite construct cognitive style was found to be significantly related to competence in some media areas and not others. A modified model that emphasized the distinction between visual and verbal media was found to be a moderately better fitting model. Statistical support for cognitive style, defined according to the patterner, dramatist definition, was not obtained. Some alternative descriptions of individual differences were outlined and further research that examined the cognitive nature of artistic learning suggested.

SEMANTIC STRUCTURE AND SEMANTIC CHANGE: A COGNITIVE LINGUISTIC STUDY OF MODALITY, PERCEPTION, SPEECH ACTS, AND LOGICAL RELATIONS Order No. DA8513010

SWEETSER, EVE ELIOT, PH.D. *University of California, Berkeley*, 1984. 254pp. Chairman: Charles Fillmore

Much current semantic work sees individual word-meanings as Boolean sets defined by a set of universal objective features or dimensions. But this viewpoint is undermined by recent research on polysemy structures, human categorization, frame semantics, and language acquisition. Lexical categories appear to be (1) non-Boolean, in that they are often fuzzily bounded and defined by prototypical instances, and that their complements are not treated as sets; (2) inextricable from general framings of the relevant areas of experience: a lexical item often cannot be defined outside its frame; and (3) frequently interrelated by metaphorical connections which cannot be analyzed in terms of shared objective meaning-features.

This dissertation proposes a unified account of three groups of semantic phenomena: certain common (but hitherto unexplained) trends in semantic change, the root/epistemic polysemy of English modal verbs, and the multiple interpretations possible for many conjoined sentences.

The Indo-European languages have drawn their abstract (mental/psychological) vocabulary in a regular fashion from physical-world vocabulary. "I see" coming to mean "I know" is part of a pervasive structuring of the abstract domain in terms of the sociophysical domain. This analogy between the two domains explains the root/epistemic ambiguity of modals: the epistemic domain is viewed as structured by forces and barriers analogous to sociophysical modalities. Some previously unclassified uses of modal verbs reflect a *third* application of modality to the domain of speech interaction.

The various interpretations of causal conjunction, of *and*, *or*, and *but* coordination, and of *if-then* conditionals can be accounted for by the following mechanisms: (1) conjunction applies to all three of the content, epistemic, and speech-act domains; (2) word order is iconic for (*interalia*) temporal and causal sequence; and (3) indirect as well as direct speech-act forces can be conjoined.

The concept of metaphorically structuring one domain in terms of another explains regularities not describable in most theories, and allows unification of synchronic and diachronic analyses.

A STUDY OF THE EFFECTS OF A LANGUAGE DEVELOPMENT PROGRAM WITH PARENTAL INVOLVEMENT ON LANGUAGE ACHIEVEMENT OF LOW-INCOME LEVEL PRESCHOOL CHILDREN Order No. DA8509278

SWOYER, MARY ELLEN, ED.D. *Temple University*, 1985. 159pp. Major Adviser: Betty B. Schantz

The purpose of the study was to determine whether low-income level parents who participated in a preschool language development program could influence their children's language achievement as measured by the Peabody Picture Vocabulary Test-Revised.

The population for the study included thirty preschool youngsters and their parents who resided within the boundaries of two inner-city E.S.E.A. Title I schools in eastern Pennsylvania. A treatment group of fifteen preschool children and their parents was randomly selected and a control group of fifteen was matched to it using the criteria of: age, gender, socio-economic level, home-language, educational level of participating parent, and the child's preschool experience record.

A language development program of ten weeks was the treatment program designed by the researcher. The program included two components: (1) ten weekly library lessons and (2) 220 suggested language activities for the treatment parents and their children to complete at-home.

Parents were required to attend the weekly library lessons with their children. In addition, parents were required to keep a record of at-home activities and hours spent on language development. No treatment was designed or used with the control group members.

A pretest/posttest design was used to test five hypotheses. Data analyses were designed to test for language achievement gains and to examine the correlations between language growth and gender, weeks of program attendance, at-home hours, and number of at-home activities completed.

The study demonstrated that after the ten week language development program the treatment children made significantly greater gains in language than did the control group children who received no treatment.

There was no significant relationship between language gains of the treatment group and: weeks of program attendance, number of at-home hours, and number of at-home activities completed. It was determined that boys in treatment made greater gains than girls and their parents spent a significantly greater number of hours on at-home activities. Boys in the study made significantly greater language gains than girls regardless of treatment.

A language program such as the study investigated may be considered to be one way of helping parents and their preschool children interact in ways beneficial to themselves and others.

STUDIES IN THE RELATIONSHIP BETWEEN DISTINCTIVE FEATURES AND ACOUSTIC CUES Order No. DA8515159

WALSH, THOMAS F., PH.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1984. 57pp. Director: Frank Parker

The relationship between the Distinctive Feature (DF) [±Voice] and its acoustic manifestation has generated a great deal of discussion in recent years. Although it is well known that the phonological voicing contrast is often not manifested in terms of actual glottal pulsation, the exact acoustic manifestation has been debated.

The collection of papers presented herein considers perceptual evidence for the acoustic manifestation of [±Voice] in English stops in utterance-final position, produced without release and with no glottal pulsation during closure. It is concluded that in such cases, the primary acoustic cue to [±Voice] is the preceding vocalic transition. That is, listeners are able to predict the voicing characteristic of a following stop on the basis of the vocalic transition. In particular, it appears that a falling F1 transition cues a following [+Voice] stop, while a level F1 transition cues a following [–Voice] stop.

Although another acoustic correlate of [±Voice] in post-vocalic stops is the duration of the preceding vowel (a long vowel = a [+Voice] stop), this acoustic property appears to function as a voicing cue only at extreme vowel durations or under other abnormal conditions.

A DESCRIPTION OF THE VARIANCE BETWEEN THE ORAL AND WRITTEN LANGUAGE PATTERNS OF A GROUP OF BLACK COMMUNITY COLLEGE STUDENTS

Order No. DA8514163

WRIGHT, SANDRA, PH.D. *Wayne State University*, 1984. 212pp. Adviser: Geneva Smitherman

The purpose of this study was to examine the speech and writing of a group of Black community college students in order to describe the relationship(s) between Black American English Speech and Edited American English writing (specifically) and between oral and written language use (in general). The central question was: Do linguistic features from spoken Black American English carry-over into, and adversely affect, the writing of Black American English speakers?

Variance between Black English features and Intralectal patterns in the written and oral data was examined in order to identify features that significantly differentiated the two modes. Clusters of variables having common characteristics were grouped together and examined in the same fashion. The *Statistical Package for the Social Sciences* (SPSS), releases 7-9, Multiple Analysis of Variance Program (MANOVA) was used to examine variance between groups for differences between modes.

The results of this study identified two features that significantly differentiated the written mode: (1) use of present tense for past tense with irregular verbs and (2) omission of –s on noun plurals. The use of Black English reflexive pronouns significantly differentiated the oral mode. These results also showed a significantly higher occurrence of Black American English features in the written mode. Intralectal patterns were near-significant in favor of the written mode. Finally, there was no significant relationship between the use of oral Black American English and the production of Intralectal patterns in writing.

These findings suggest that there are nonstandard English patterns in written language that do not result from oral language interference and that the production of Intralectal patterns is not mode-specific and may not be related to the use of oral Black American English.

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